



Job Description – Assistant Headteacher

Reports to: Executive Headteacher, Head of School and Governing Body

Salary Grade: L4-8

Status of the Post

- To work in partnership with the Executive Headteacher and Head of School, as part of the Senior Leadership Team (SLT), in securing high quality learning and teaching across the school.
- To lead year 5/6 phase, building a cohesive and high functioning team.
- To lead a key area / subject of school improvement
- To be a class based full time teacher with some leadership release time

Key Accountabilities:

To fulfil the professional duties as specified in the Teachers Pay and Conditions Document with respect to teaching and the role of the Assistant Headteacher.

Key Responsibilities:

Shaping the Future:

- Contribute to the generation of a clear vision for the school which supports children's learning and development
- Demonstrate the vision and values in everyday work and practice
- Contribute information and data to assist in the planning of the School Improvement Plan, which identifies appropriate priorities and targets for improvement
- Be responsible for evaluating actions and strategies taken to raise standards in their phase
- Lead by example, both within and beyond, their phase
- Lead with significant impact a key area of school improvement.

Leading Learning and Teaching:

- Responsibility for a key phase of the school
- Demonstrate outstanding class teaching which effectively impacts on learning to a high standard
- Encourage risk-taking to create an original approach to the delivery of the curriculum
- Ensure that the Learning Values are fostered and are explicit throughout the working of the school
- Implement systems of monitoring and evaluate the quality of education within the phase
- Monitor, evaluate and review classroom practice and support colleagues to make improvements within the phase and across the school
- Engage the appropriate resources to enable improvements to be made
- Challenge underperformance and ensure effective, corrective action and follow-up
- Analyse data and benchmarks to monitor the progress in every child's learning, year on year, within the phase
- Fulfil relevant teaching responsibilities

Developing Self and Working with Others

- Support and provide staff within their phase with opportunities to further improve their performance, in addition to undertaking Performance Management for a designated team of staff
- Work with Governors and senior colleagues to recruit and select teaching and nonteaching staff
- Manage and develop relationships with staff, parents/carers, Governors and the community
- Keep abreast of current initiatives and disseminate to appropriate staff

Managing the Organisation

- Ensure communication between the phase and SLT is regular, consultative and informative
- Ensure the implementation of whole school policies which support the school's values, aims and objectives
- Line-manage colleagues in the phase on a day-to-day basis
- Ensure the safety of pupils, staff and others on the school site
- Develop and maintain links with parents/carers and the community
- Contribute to an effective staffing structure, which is regularly reviewed
- Maintain an overview of the logistics to ensure the smooth running of their phase

Securing Accountability

- Ensure all necessary administration within the phase is completed and deadlines are met
- Lead meetings and professional days to disseminate information, solve problems and make decisions
- Contribute to meetings in school and outside to ensure appropriate views are represented
- Act as Head of Site in the absence of the Executive Headteacher and Head of School

Strengthening the Community

- Build on and support the development of relationships between the school and local community and promote the use of people's strengths and skills to enhance learning.
- Strengthen home school links within the phase by actively engaging parents in their child's education

Person Specification – Assistant Headteacher KS2

Selection Criteria	Method of Assessment	Essential	Desirable
At the shortlisting stage, when the governors evaluate application forms and supporting letters, the criteria as stated below will be applied. Applicants must use concrete examples to indicate how they fulfill the essential and desirable (where appropriate) criteria listed below.			
1 Qualifications and Training			
1.1 To be a qualified primary teacher	Application form	✓	
1.2 A commitment to leadership training opportunities.	Application form/Interview	✓	
1.3 To have evidence of continuing and recent professional development relevant to the post.	Application form	✓	
2 Experience			
The successful candidate will have:			
2.1 Recent, significant and very successful experience as a teacher in the primary phase.	Application form	✓	
2.2 Significant experience of teaching in Upper Key Stage 2.	Application form	✓	
2.3 A proven track record of raising attainment and outstanding teaching.	Application form	✓	
2.4 Significant and successful experience of leading key whole school priority aspects of the curriculum	Application form/Interview	✓	
2.5 Experience of supporting colleagues in order to secure school improvement in teaching and learning.	Application form/Interview	✓	
2.6 Experience of managing and using pupil attainment and tracking databases.	Application form/Interview	✓	
2.7 Significant experience of developing and leading staff training for teachers and other staff.	Application form/Interview	✓	
3 Knowledge & Understanding			
3.1 An excellent understanding of current theory and practice in teaching and learning.	Application form/Interview	✓	
3.2 A good understanding of effective leadership and management strategies in relation to raising pupils' attainment and school improvement.	Application form/Interview	✓	
3.3 A strong understanding of the pastoral needs of pupils in an urban school	Application form/Interview	✓	
3.4 Good understanding of how opportunities can be made to enrich and enhance the curriculum to address the needs of all pupils.	Application form/Interview	✓	

Selection Criteria	Method of Assessment	Essential	Desirable
3.5 An understanding of the role of parents and the community in school improvement and how this can be promoted and developed.	Application form/Interview	✓	
3.6 To have a clear understanding of safeguarding procedures in a school setting	Interview	✓	
4 Aptitude and Skills			
4.1 To be an outstanding teacher.	Application form/Interview	✓	
4.2 Ability to provide a model of best practice, through teaching in own or others classrooms.	Application form/Interview		✓
4.3 To demonstrate, with examples, leadership qualities to enthuse and motivate others.	Application form/Interview	✓	
4.4 To have strong personal presence and excellent communication skills.	Interview	✓	
4.5 To be able to clearly communicate both orally and in writing with a diverse range of audiences, including children parents and carers, governors and staff.	Application form/Interview	✓	
5 Personal Attributes			
5.1 To be approachable, and flexible.	Application form	✓	
5.2 To be able to work effectively under pressure, to priorities appropriately and to meet deadlines.	Interview	✓	
5.3 To have good analytical skills, being able to synthesise complex information, summarise, draw appropriate conclusions and make decisions.	Interview	✓	
6 References			
6.1 Positive recommendation(s) in professional references		✓	
6.2 DBS clearance/no adverse outcomes from the DBS check		✓	